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ABSTRACT

The report presents information on characteristics affecting supply and demand of special education professional personnel in Michigan public schools. Five sections address the following topics: (1) instructional-ancillary personnel and student counts (staffing and comparison of staff with student counts, personnel and student ratios for school year 1984-85); (2) personnel attrition and retention rates (number of staff assigned from 1977-78 through 1983-84 still in special education assignments in 1984-85); (3) certificate endorsments 1978 through 1985 (endorsements for instructional-ancillary personnel recommended by teacher training institutions in 1984-85); (4) instructional personnel approvals from 1979 through 1985 still in special education assignments in 1984-85 (recommendations for teacher approvals from 1979 through 1985); and (5) administrative-supervisory personnel and student count (recommendations for administrator approvals received from 1979 through 1985 and a comparison of administrative staff with student counts). Fifteen data tables are contained in the text. A glossary of terms and a map of special education services planning regions are attached. (CL)

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Special Education Personnel in Michigan Public Schools 1977-1985

Michigan State Board of Education
October, 1985

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SPECIAL EDUCATION PROFESSIONAL PERSONNEL IN MICHIGAN SCHOOLS
1977 through 1985

Introduction

The Michigan Department of Education (MDE) has developed a number of personnel reports over the years. This compilation is a continuation of these previous investigations that deal with characteristics that affect the supply and demand of special education professional personnel in Michigan public schools. In completing this report, some information from previous reports was used.

The report is divided into five sections, with specific information addressed under each.

Section I: Instructional-Ancillary Personnel and Student Counts

- A. Staffing of special education instructional-ancillary personnel and ancillary personnel and comparison of staff with student counts.
- B. Instructional and ancillary personnel in 1984-85 distributed by age, by assignment, by educational attainment and by region.
- C. Personnel and student ratios for school year 1984-85.
- D. Instructional and ancillary personnel newly assigned in special education in 1984-85.
  1. Number of staff newly assigned who were newly graduated or with zero years of teaching experience.
  2. Number of staff newly assigned who had one or more years of teaching experience.

Section II: Personnel Attrition and Retention Rates

- A. Number of staff assigned in school years 1977-78 through 1983-84 still in special education assignments in 1984-85 and number of staff no longer in special education assignments.
- B. Cumulative attrition or retention rates for instructional and ancillary personnel, by certificate endorsement area, for school years 1977-78 through 1984-85.

Section III: Certificate Endorsements, School Years 1978 through 1985.

- A. Endorsements for instructional-ancillary personnel recommended by the teacher-training institutions in 1984-85.
- B. Comparison of 1984-85 staff with those of previous years.

Section IV: Instructional Personnel Approvals: 1979 through 1985

A. Recommendations for teacher approvals received by Special Education Services from 1979 through 1985.

B. Number of recommendations that were granted as temporary approvals, continuing approvals, and emergency approvals.

Section V: Administrative-Supervisory Personnel and Student Count

A. Administrators and supervisors employed in special education in school year 1984-85 and the number of those employed in school years 1977-78 through 1983-84 still in special education administrative assignments in 1984-85.

B. Recommendations for administrator approvals received by Special Education Services from 1979 through 1985 and a comparison of administrative staff with student counts.

Limitations of the Data

In determining the number of special education personnel, the following were not considered due to resource and time constraints:

1. Number of qualified special education personnel who are available but not registered as potential personnel;

2. Number of special education professional personnel in nonpublic schools;

3. Number of available and qualified substitute teachers;

4. Number of other special education personnel, both professional and paraprofessional, such as work study coordinators, curriculum resource consultants, physical education teachers, etc.

The report is limited to the manipulation of data on prior and currently employed special education professional personnel, on personnel with special education certificate endorsements, and on those granted special education temporary or emergency approvals for special education assignments. The quantitative characteristics of numbers were utilized to reflect comparative tendencies of the specified variables.

Procedures

The report analyzed data on special education professional personnel as they relate to such factors as age, educational attainment, teaching experience, certificate endorsement area and supply. Computer tape copies of the Michigan Professional Personnel Register (MPPR) and the Teacher Certification Master File (TCMF) compiled by the Teacher Preparation and Certification Services for school years 1977-78 through 1984-85 were used as data bases. These data sources contain descriptive information on employed professional personnel with special education assignments in the state's public schools: basic classroom teachers and/or teacher consultants for the mentally impaired, POHI, emotionally impaired, visually impaired, hearing impaired, and learning disabled; teachers of the speech and language impaired; school social workers, school psychologists; occupational/physical therapists; and directors and supervisors. Records on personnel emergency and temporary approvals maintained by the Special Education Services office were also used to gauge availability of personnel supply. Special education reports generated from SE-4568 data were used in determining unduplicated student head counts.

To assure that information collected through a number of MDE data gathering forms were valid for the specific purposes of this report, different codes of the same terms were reconciled for consistency of meanings across these forms: TE-4290, DS-4096, and DS-4061 for personnel information, and SE-4568 for student statistics by age and disability category. Corresponding personnel groupings such as directors and supervisors (Administrators) and classroom teachers and teacher consultants (e.g., teachers and teacher consultants for LD, EMI, POHI, etc.) were determined to better reflect more meaningful information. Data tables and charts include areas of certificate endorsements with corresponding Special Education and Teacher Certification codes to facilitate review. Terms used are defined in Attachment A. Specific alpha and numeric codes are likewise included in the Attachment.

To determine personnel supply, data concerning employee attrition and hiring were compared with those of special education student counts over an eight-year period. Personnel totals were compared with student unduplicated counts (SE-4568) statewide and by region to show student to staff ratios.

Personnel totals were determined by a computer run of Department data based on form TE-4290. Social security numbers of personnel were compared over time to identify employees who were newly assigned or reassigned to special education. Incidences of non-reassignment were considered indications of attrition. Causes of attrition were not investigated.

EXPLANATION OF DATA

Section I: Instructional-Ancillary Personnel and Student Counts

Staffing of special education instructional and ancillary personnel and comparison with student counts.

Table 1 shows totals of instructional and ancillary personnel employed over an eight-year period, from school years 1977-78 through 1984-85. Although the numbers of employed personnel with Learning Disabled (SM) certificate endorsements increased significantly over the years studied, there were more personnel with mentally impaired certificate endorsements, 3,496 or 32.3% of totals for 1977-78 and 3,449 or 27.5% for 1984-85. The gradual increase of aggregated personnel totals stopped in 1981-82, but began to increase again in 1983-84. Data do not include special education personnel in nonpublic/parochial schools and other special education-assigned professionals such as work study coordinators, curriculum resource consultants, physical education teachers, etc.

Table 1-a and Chart 1 compare staffing and student enrollment patterns. Using the 1977-78 levels as the base for comparison, Chart 1 shows levels of increases of 1,733 or 16% of personnel and 11,787 or 7.6% of students for school year 1984-85. Percentages of increase were more for personnel in relation to corresponding student enrollment increases. The percentage of personnel increase for 1984-85 exceeds the percentage of increase in student counts.

Instructional and ancillary personnel in 1984-85 distributed by age, by assignment, by educational attainment, and by region.

Tables 2 and 2-a present a limited profile of instructional and ancillary personnel employed in school year 1984-85. As in the preceding tables, personnel with certificate endorsements in mentally impaired exceeded those of other endorsements: 3,449 or 27.5% of the total 12,552 employed for the year. Of this total, 9,954 or 79% were females; 6,047 or 48% belong to the 31-40 age group; 7,193 or 57% completed Master's degrees; and 4,884 or 39% were assigned to provide instructional services to handicapped students Pre-K through Grade 12. One percent or 113 were assigned to do administration-related functions.

Table 3 shows the school year 1984-85 employment by region. It indicates that 5,605 or 44.7% of the total 12,552 were employed in Region V, where there is the most concentration of handicapped students. Region I has the least number of instructional personnel, 361 or 2.9% of the state total. Of the total 12,552 personnel employed, 429 or 3.4% had SL (hearing impaired) certificate endorsements.

Attachment B is a state map with the five special education planning regions delineated.

TABLE 1
SPECIAL EDUCATION INSTRUCTIONAL AND ANCILLARY PERSONNEL
EMPLOYED IN MICHIGAN PUBLIC SCHOOLS, 1977-85

Cert/Endorse. Areas/Codes*	SCHOOL YEAR							
	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-48	1984-85
Mentally Imp. (110-130/SA-ST)	3496	3594	3667	3733	3482	3398	3470	3449
Emotionally Imp. (140/SE)	1418	1593	1833	1878	1821	1813	1873	2025
Learning Dis. (150/SM)	1243	1566	1914	2161	2252	2319	2452	2579
Hearing Imp. (160/SL)	457	463	474	485	460	446	437	429
Visually Imp. (170/SK)	153	159	180	171	150	152	156	146
P.O.H.I. (180/SC)	278	279	277	288	265	259	261	275
Sp./Lang. Imp. (290/SB)	1436	1496	1540	1593	1454	1391	1413	1425
TC/Ment'l Imp. (210/SU)	216	231	284	282	255	281	288	266
Homebound/Hosp. (280/SH)	161	157	171	151	102	88	81	78
TC/P.O.H.I. (SI)	121	106	110	108	100	86	85	78
Sch. Psych. (SF,SG)	684	704	744	781	743	722	650	649
Social Worker (SD)	936	975	996	1014	858	792	808	814
Occ/Phy Ther. (NU)	220	274	317	335	311	310	321	339
TOTALS	10,819	11,597	12,507	12,980	12,253	12,057	12,295	12,552

*Codes: Numeral - Special Education Services
Alphabet - Teacher Preparation & Certification Services

Interpretation: In school year 1984-85, the number of job assignments for instructional and ancillary personnel increased by 157 or 2.1% over 1983-84. Job assignments of teachers with SA-ST certificate endorsement areas also decreased by 2% over over the same period.

TABLE 1-a

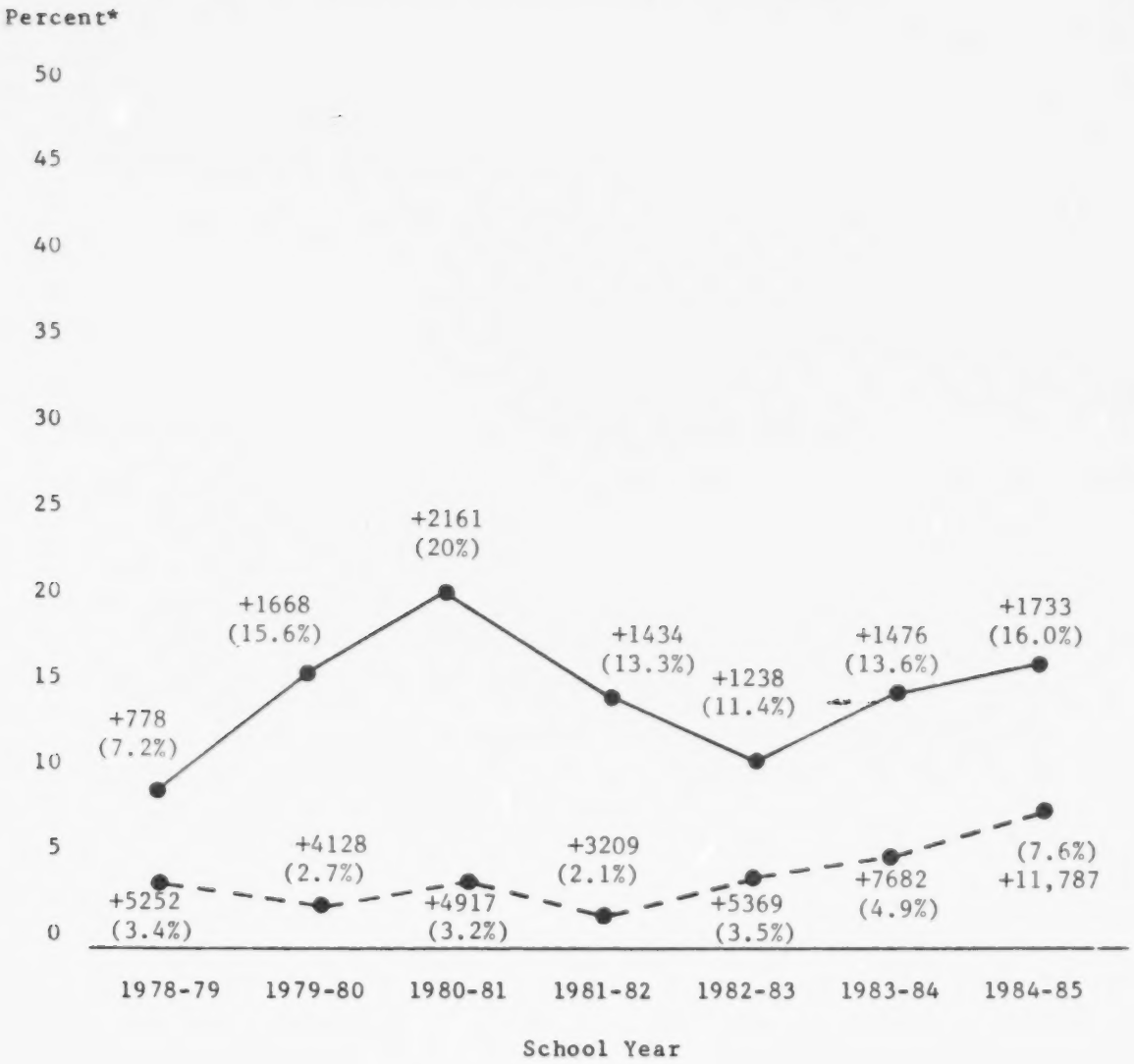
SPECIAL EDUCATION STUDENT AND
INSTRUCTIONAL-ANCILLARY PERSONNEL COUNTS
1975-1985

School Year	Student Counts	Personnel Counts
1975-76	147,441	8,916
1976-77	151,580	10,217
1977-78	155,270	10,819
1978-79	160,522	11,597
1979-80	159,398	12,507
1980-81	160,187	12,980
1981-82	158,479	12,253
1982-83	160,639	12,057
1983-84	162,952	12,295
1984-85	167,057	12,552

Interpretation: Special education unduplicated pupil count for 1984-85 was 167,057 and job assignments for instructional and ancillary personnel total 12,552. The pupil count increased by 4,105 or 2.5% while the personnel count for the same year increased by 257 or 2.1% over the previous year.

CHART 1

INCREASES IN STUDENT AND INSTRUCTIONAL-ANCILLARY
PERSONNEL COUNTS BASED ON 1977-78 LEVELS



Legend: _____ Instructional-Ancillary Personnel
------ Special Education Student Headcount

*Percent of increases from school year 1977-78 totals:
Student Count = 155,270 Personnel Count = 10,819

Interpretation: Compared with 1977-78 totals, there were 1,733 or 16% more employees and 11,787 or 7.6% more students in school year 1984-85.

TABLE 2
INSTRUCTIONAL AND ANCILLARY PERSONNEL
ASSIGNED IN SPECIAL EDUCATION, 1984-85
(By Sex and Age)

Cert/Endorse. Areas/Codes*	SEX			AGE GROUP				
	Female	Male	Totals	20-30	31-40	41-50	51+	Mean Age
Mentally Imp. (110-130/SA-ST)	2632	817	3449	640	1695	651	463	38
Emotionally Imp. (140/SE)	1522	503	2025	530	1022	336	137	36
Learning Dis. (150/SM)	2264	315	2579	414	1271	576	318	39
Hearing Imp. (160/SL)	391	38	429	77	224	72	56	38
Visually Imp. (170/SK)	122	24	146	23	72	30	21	39
P.O.H.I. (180/SC)	236	39	275	42	143	48	42	39
Sp./Lang. Imp. (290/SB)	1246	179	1425	181	688	361	195	40
TC/Ment'l Imp. (210/SU)	195	71	266	33	212	73	52	42
Homebound/Hosp. (280/SH)	67	11	78	5	30	21	22	44
TC/P.O.H.I. (SI)	64	14	78	4	35	19	20	43
Sch. Psych. (SF,SG)	336	313	649	42	298	178	131	42
Social Worker (SD)	563	251	814	19	269	255	271	46
Occ/Phy Ther. (NU)	316	23	339	56	168	76	39	38
TOTALS	9954	2598	12,552	2041	6047	2706	1758	39

Interpretation: Of the 12,552 employed in school year 1984-85, 9954 or 79% were females. Of this number of females, 2632 or 26.4% had an endoresement in SA-ST. Teachers with SA-ST endorsements total 3449. Forty-eight percent or 6047 belonged to the 31-40 age group.

TABLE 2-a
INSTRUCTIONAL AND ANCILLARY PERSONNEL
ASSIGNED IN SPECIAL EDUCATION, 1984-85
(By Education and Assignment)

Cert/Endorse. Areas/Codes*	DEGREES COMPLETED			ASSIGNMENT				
	Bachelor's	Master's	Spec./ Doct.	All Grades	Pre-K K	Grades 1-8	Grades 9-12	Central Admin.
Mentally Imp. (110-130/SA-ST)	1633	1409	36	980	85	943	1059	12
Emotionally Imp. (140/SE)	1041	946	38	434	35	741	804	11
Learning Dis. (150/SM)	730	1761	88	408	42	1127	992	10
Hearing Imp. (160/SL)	193	230	6	163	16	145	99	6
Visually Imp. (170/SK)	56	90	0	100	8	22	14	2
P.O.H.I. (180/SC)	123	146	86	116	17	99	42	1
Sp./Lang. Imp. (290/SB)	440	961	24	820	59	490	46	10
TC/Ment'l Imp. (210/SU)	44	193	29	68	5	77	106	10
Homebound/Hosp. (280/SH)	34	43	1	69	0	4	2	3
TC/P.O.H.I. (SI)	20	55	3	44	2	18	11	3
Sch. Psych. (SF,SG)	22	395	232	539	10	44	32	24
Social Worker (SD)	30	712	8	637	6	98	59	14
Occ/Phy Ther. (NU)	266	55	3	227	18	61	26	7
TOTALS	4800	7193	537	4884	307	3911	3328	113

Interpretation: Of the 12,552 employed in 1984-85, 7193 or 57.3% had Master's degrees; 4884 or 38.9% were assigned to programs and services involving all grades.

TABLE 3
INSTRUCTIONAL AND ANCILLARY PERSONNEL
ASSIGNED IN SPECIAL EDUCATION, 1984-85
(By Region)

Cert/Endorse. Areas/Codes*	REGIONS					
	I	II	III	IV	V	Totals
Mentally Imp. (110-130/SA-ST)	126	329	722	915	1357	3449
Emotionally Imp. (140/SE)	31	114	498	578	804	2025
Learning Dis. (150/SM)	82	89	436	616	1356	2579
Hearing Imp. (160/SL)	9	22	88	103	207	429
Visually Imp. (170/SK)	1	9	24	35	77	146
P.O.H.I. (180/SC)	1	7	59	59	149	275
Sp./Lang. Imp. (290/SB)	60	97	287	358	623	1425
TC/Ment'l Imp. (210/SU)	5	10	29	86	136	266
Homebound/Hosp. (280/SH)	1	2	9	22	44	78
TC/P.O.H.I. (SI)	0	9	16	29	24	78
Sch. Psych. (SF,SG)	21	46	151	152	279	649
Social Worker (SD)	13	37	159	186	419	814
Occ/Phy Ther. (NU)	11	22	88	88	130	339
TOTALS	361	793	2566	3227	5605	12,552

Interpretation: Of the 12,552 employed in 1984-58, 5605 or 44.7% were assigned in Region V and 361 or 2.9% in Region I.

Personnel-Student Ratios, 1984-85

Personnel and student counts were reviewed to determine staff to student ratios.

Table 4 shows personnel-student ratios that include all instructional/ancillary personnel and all handicapped students. The overall average ratio is 1 employee to 13.3 students. This ratio is provided to allow geographical comparisons for planning purposes. It is not intended to reflect the actual level of service as it does not include all staff or provide data on students receiving multiple services.

TABLE 4

PERSONNEL-STUDENT RATIOS BY
REGIONAL AGGREGATES

1984-85

REGION	AGGREGATE TOTALS Personnel[1]	Student[2]	RATIO By Region
I	361	4747	1:13.2
II	793	14,087	1:17.8
III	2566	30,828	1:12.0
IV	3227	42,408	1:13.1
V	5605	74,469	1:13.3
State Totals	12,552	167,057[3]	1:13.3

[1]Includes all professional personnel serving handicapped students in the regions.

[2]Includes all students served in the regions.

[3]Excludes students served by DOC (221) and DSS (298).

Interpretation: The regional personnel-student ratio for Region I is 1:13.2 and the state ratio is 1: 13.3.

Instructional and ancillary personnel newly assigned in special education in school year 1984-85.

Social security numbers of personnel were compared to determine instructional and ancillary personnel newly assigned in special education for given years. These additional personnel were either newly graduated and newly employed by the districts in special education or previously assigned in a nonspecial education assignment and newly assigned in special education. Data indicate an increase in personnel in school year 1984-85: 262 or 21.2% more than the 1983-84 total.

Table 5 reflects state totals on increase or decrease of personnel newly assigned in special education over the eight-year period from 1977-78 through 1984-85. The table shows that there were 262 or 21.2% more teachers newly assigned in special education in school year 1984-85 than there were in 1983-84. Of the 1,498 additional teachers in 1984-85, 350 or 23.4% had endorsements to teach the mentally impaired.

Tables 6 and 6-a present a limited profile of beginning or newly graduated instructional and ancillary personnel newly assigned in special education in school year 1984-85. Of the total 452 personnel, 402 or 88.9% were females, and 176 or 38.9% were assigned to provide programs/services to handicapped students in all Grades.

Tables 7 and 7-a present a limited profile of experienced instructional and ancillary personnel newly assigned in special education in school year 1984-85. Of the total 1,047, 876 or 83.7% were females, and 29 or 2.8% were assigned to provide programs and services to handicapped students in the Pre-K to K level. The mean age of the beginning teachers was 30 while that of the experienced group was 36. Reassignment to special education of experienced and older teachers whose regular education assignments were affected by the gradual decreases in student enrollments may be one factor affecting variances in age.

TABLE 5
NEWLY ASSIGNED SPECIAL EDUCATION INSTRUCTIONAL AND
ANCILLARY PERSONNEL IN MICHIGAN PUBLIC SCHOOLS, 1977-85

Cert/Endorse. Areas/Codes*	SCHOOL YEAR							
	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-48	1984-85
Mentally Imp. (110-130/SA-ST)	549	561	578	434	251	344	314	350
Emotionally Imp. (140/SE)	470	377	358	352	57	254	227	397
Learning Dis. (150/SM)	365	399	421	398	91	293	285	334
Hearing Imp. (160/SL)	72	66	69	66	25	35	43	41
Visually Imp. (170/SK)	26	21	26	15	21	12	10	11
P.O.H.I. (180/SC)	42	27	32	33	23	21	18	27
Sp./Lang. Imp. (290/SB)	177	221	205	177	139	94	139	121
TC/Ment'l Imp. (210/SU)	19	21	25	17	27	18	10	11
Homebound/Hosp. (280/SH)	16	16	14	16	49	6	7	6
TC/P.O.H.I. (SI)	12	6	10	9	8	6	10	9
Sch. Psych. (SF,SG)	92	108	99	72	38	53	53	56
Social Worker (SD)	119	128	130	102	155	32	70	81
Occ/Phy Ther. (NU)	58	89	84	64	42	57	50	54
TOTALS	2013	2040	2051	1755	1965	1225	1236	1498

Interpretation: There were 1498 newly assigned in special education in 1984-85, or an increase of 262 or 21.2% over the total of 1236 newly assigned in 1983-84.

TABLE 6
BEGINNING INSTRUCTIONAL AND ANCILLARY PERSONNEL
NEWLY ASSIGNED IN SPECIAL EDUCATION, 1984-85
(By Sex and Age)

Cert/Endorse. Areas/Codes*	SEX			AGE GROUP				
	Female	Male	Totals	20-30	31-40	41-50	51+	Mean Age
Mentally Imp. (110-130/SA-ST)	94	16	110	78	23	7	2	29
Emotionally Imp. (140/SE)	134	19	153	115	33	5	0	28
Learning Dis. (150/SM)	84	6	90	53	23	12	2	31
Hearing Imp. (160/SL)	7	1	8	5	3	0	0	29
Visually Imp. (170/SK)	4	1	5	4	1	0	0	27
P.O.H.I. (180/SC)	5	0	5	4	0	1	0	27
Sp./Lang. Imp. (290/SB)	28	1	29	14	8	7	0	33
TC/Ment'l Imp. (210/SU)	0	0	0	0	0	0	0	0
Homebound/Hosp. (280/SH)	1	0	1	0	1	0	0	34
TC/P.O.H.I. (SI)	0	0	0	0	0	0	0	0
Sch. Psych. (SF,SG)	11	3	14	7	6	1	0	32
Social Worker (SD)	18	3	21	4	15	1	1	35
Occ/Phy Ther. (NU)	16	0	16	7	8	1	0	32
TOTALS	402	50	452	291	121	35	5	30

Interpretation: Of the 452 newly graduated or first year personnel additions, 402 or 88.9% were females; 291 or 64% belong to the 20-30 age group, with a mean age of 30.

TABLE 6-a
BEGINNING INSTRUCTIONAL AND ANCILLARY PERSONNEL
NEWLY ASSIGNED IN SPECIAL EDUCATION, 1984-85
(By Education and Assignment)

Cert/Endorse. Areas/Codes*	DEGREES COMPLETED			ASSIGNMENT				
	Bachelor's	Master's	Spec./ Doct.	All Grades	Pre-K K	Grades 1-8	Grades 9-12	Central Admin.
Mentally Imp. (110-130/SA-ST)	98	12	0	40	3	30	37	0
Emotionally Imp. (140/SE)	130	23	0	35	2	59	56	1
Learning Dis. (150/SM)	66	23	1	32	0	34	24	0
Hearing Imp. (160/SL)	6	2	0	4	2	2	0	0
Visually Imp. (170/SK)	3	2	0	4	0	1	0	0
P.O.H.I. (180/SC)	5	0	0	1	0	4	0	0
Sp./Lang. Imp. (290/SB)	5	23	1	22	0	6	1	0
TC/Ment'l Imp. (210/SU)	0	0	0	0	0	0	0	0
Homebound/Hosp. (280/SH)	1	0	0	1	0	0	0	0
TC/P.O.H.I. (SI)	0	0	0	0	0	0	0	0
Sch. Psych. (SF,SG)	0	9	5	9	2	1	1	1
Social Worker (SD)	1	16	3	15	0	4	1	1
Occ/Phy Ther. (NU)	13	3	0	13	1	2	0	0
TOTALS	328	113	10	176	10	143	120	3

Interpretation: Of the newly graduated or first year personnel additions, 328 or 72.6% have Bachelor's degrees and 10 or 2.2% were assigned to Pre-K/K levels.

TABLE 7
EXPERIENCED INSTRUCTIONAL AND ANCILLARY PERSONNEL
NEWLY ASSIGNED IN SPECIAL EDUCATION, 1984-85
(By Sex and Age)

Cert/Endorse. Areas/Codes*	SEX			AGE GROUP				
	Female	Male	Totals	20-30	31-40	41-50	51+	Mean Age
Mentally Imp. (110-130/SA-ST)	201	40	241	86	112	31	10	36
Emotionally Imp. (140/SE)	194	50	244	86	110	38	10	35
Learning Dis. (150/SM)	217	27	244	56	117	53	18	37
Hearing Imp. (160/SL)	33	2	33	12	14	5	2	34
Visually Imp. (170/SK)	5	1	6	2	4	0	0	32
P.O.H.I. (180/SC)	20	2	22	9	8	5	0	33
Sp./Lang. Imp. (290/SB)	84	8	92	25	48	15	4	36
TC/Ment'l Imp. (210/SU)	7	4	11	1	5	3	2	40
Homebound/Hosp. (280/SH)	4	1	5	2	0	2	1	43
TC/P.O.H.I. (SI)	8	1	9	2	5	2	0	35
Sch. Psych. (SF,SG)	26	16	42	7	20	10	5	39
Social Worker (SD)	44	16	60	4	30	19	7	42
Occ/Phy Ther. (NU)	35	3	38	9	15	8	6	38
TOTALS	876	171	1047	301	488	191	67	36

Interpretation: Of the total 1047 experienced special education personnel newly assigned in special education for 1984-85, 876 or 83.7% are females and 488 or 46.6% belong to the 31-40 age group.

TABLE 7-a
EXPERIENCED INSTRUCTIONAL AND ANCILLARY PERSONNEL
NEWLY ASSIGNED IN SPECIAL EDUCATION, 1984-85
(Education and Assignment)

Cert/Endorse. Areas/Codes*	DEGREES COMPLETED			ASSIGNMENT				
	Bachelor's	Master's	Spec./ Doct.	All Grades	Pre-K K	Grades 1-8	Grades 9-12	Central Admin.
Mentally Imp. (110-130/SA-ST)	158	81	2	72	10	85	74	0
Emotionally Imp. (140/SE)	140	100	4	66	4	84	90	0
Learning Dis. (150/SM)	99	137	8	28	5	118	93	0
Hearing Imp. (160/SL)	19	14	0	4	1	13	11	4
Visually Imp. (170/SK)	5	1	0	3	1	0	2	0
P.O.H.I. (180/SC)	12	10	0	12	2	7	0	1
Sp./Lang. Imp. (290/SB)	34	56	2	48	5	37	2	0
TC/Ment'l Imp. (210/SU)	2	7	2	2	0	3	5	1
Homebound/Hosp. (280/SH)	3	2	0	4	0	0	0	1
TC/P.O.H.I. (SI)	4	5	0	5	0	3	0	1
Sch. Psych. (SF,SG)	3	24	15	35	0	4	3	0
Social Worker (SD)	1	55	2	44	1	10	5	0
Occ/Phy Ther. (NU)	24	9	1	26	0	10	1	1
TOTALS	504	501	36	349	29	374	286	9

Interpretation: Of the total experienced personnel newly assigned in special education in 1984-85, 501 or 74.9% completed Master's degrees; 29 or 2.8% were assigned to grades Pre-K/K.

Section II: Retention of Instructional and Ancillary Personnel

Number of staff assigned in school years 1977-78 through 1984-85 still in special education assignments in 1984-85 and number of staff no longer in special education assignments.

A review of the social security numbers of special education teachers was conducted to delineate those who were still assigned from those who were no longer assigned in special education over the eight-year period.

Table 8 shows numbers of instructional and ancillary personnel who remained in special education assignments over the eight-year period. The data indicate the turn-over of personnel: of the 10,819 personnel (Table 1) total for school year 1977-78, 6,754 or 62.4% were still in the same special education assignment in school year 1984-85. Teachers with mental impairment (SA-ST) certificate endorsements make up the largest number of special education personnel.

Cumulative attrition or retention rates for instructional and ancillary personnel for school years 1977-78 through 1984-85.

Table 9 reflects the cumulative retention and attrition patterns of personnel from school years 1977-78 through 1984-85. The figures show that 6,754 or 62.4% of the instructional and ancillary personnel employed in school year 1977-78 were still employed in special education in 1984-85.

TABLE 8
RETENTION OF SPECIAL EDUCATION INSTRUCTIONAL AND ANCILLARY PERSONNEL, 1977-85

Cert/Endorse. Areas/Codes*	SCHOOL YEAR						
	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84
Mentally Imp.	2000	2230	2477	2687	2661	2886	3095
(110-130/SA-ST)	57%	62%	68%	72%	76%	85%	89%
Emotionally Imp.	812	948	1135	1331	1420	1506	1626
(140/SE)	57%	60%	62%	71%	78%	83%	87%
Learning Dis.	1051	1279	1545	1795	1923	2048	2241
(150/SM)	85%	82%	81%	83%	85%	88%	91%
Hearing Imp.	285	301	321	345	368	372	388
(160/SL)	62%	65%	68%	71%	80%	83%	89%
Visually Imp.	87	98	111	121	119	126	135
(170/SK)	57%	62%	62%	71%	79%	93%	93%
P.O.H.I.	185	202	221	234	230	236	247
(180/SC)	67%	72%	72%	81%	87%	91%	95%
Sp./Lang. Imp.	956	1055	1143	1209	1207	1212	1301
(290/SB)	67%	71%	74%	76%	83%	87%	92%
TC/Ment'l Imp.	184	201	214	231	239	248	254
(210/SU)	85%	87%	75%	82%	94%	88%	88%
Homebound/Hosp.	54	56	60	65	67	66	72
(280/SH)	34%	36%	35%	43%	66%	75%	89%
TC/P.O.H.I.	59	57	59	66	66	65	69
(SI)	49%	54%	54%	61%	66%	76%	81%
Sch. Psych.	398	442	499	539	543	558	591
(SF,SG)	58%	63%	67%	69%	73%	77%	91%
Social Worker	564	619	668	714	693	684	733
(SD)	60%	63%	67%	70%	81%	86%	91%
Occ/Phy Ther.	119	163	201	221	229	252	254
(NU)	54%	59%	63%	66%	74%	81%	79%
TOTALS	6754	7651	8654	9558	9858	10,249	11,036
	62%	66%	69%	74%	80%	85%	90%

Interpretation: Of the 10,819 (Table 1) personnel totals in 1977-78, 6754 or 62.4% were still employed in the same assignments in 1984-85.

TABLE 9

RETENTION AND ATTRITION OF SPECIAL EDUCATION
INSTRUCTIONAL AND ANCILLARY PERSONNEL
1977-85

	SCHOOL YEAR						
	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84
Special Education Personnel Totals by Year	10,819	11,597	12,507	12,980	12,253	12,057	12,295
Personnel Still Employed in Special Education, 1984-85	6754	7651	8654	9558	9858	10,259	11,036
Percent	62.4%	66.0%	69.2%	73.6%	80.5%	85.1%	89.8%
Personnel No Longer Employed in Special Education, 1984-85	4065	3946	3853	3422	2395	1798	1259
Percent	37.6%	34.0%	30.8%	26.4%	19.5%	14.97%	10.2%

Interpretation: Of the 10,819 instructional and ancillary personnel employed in special education for school year 1977-78, 6754 or 62.4% were still in the same special education assignments in 1984-85 and 4065 or 37.6% either left, were reassigned in other areas, or were terminated between school years 1977-78 through 1984-85.

Section III: Certificate Endorsements, School Years 1979 through 1985.

Endorsements for instructional and ancillary personnel recommended by the teacher-training institutions in 1984-85 and how this number compared with those of previous years.

To better assess the available supply of personnel, the numbers of recommendations for certificate endorsements over a six-year period were determined.

Tables 10 and 10-a show numbers of certificate endorsements recommended by teacher-training institutions for approval by the Department of Education. Table 10 reflects actual numbers of initial provisional certificates approved over a six-year period. Figures for school year 1981-82 indicate a slight increase (5%) over the previous year; however, there have been significant decreases in all endorsement categories over the last three years.

Table 10-a shows a total of 678 endorsements recommended by Michigan teacher-training institutions. Eastern Michigan University submitted the most number: 167 or 24.6% of totals. Of the grand total of 819, 17.2% or 141 were recommended for approval by teacher-training institutions in other states. Of the total 270 recommendations for the SA-ST endorsement, 210 or 77.8% were from Michigan universities and colleges.

In assessing numbers of certificate endorsements, no investigation has been done to determine the implications of such factors as the following: (a) possibility of multiple counting of teachers because of multiple endorsements on their teaching certificates; and (b) differences and possible duplications in the definitions of terms used by Teacher Certification Services on one hand and Special Education Services on the other.

Table 10-a is a presentation of information for 1984-85 available as of 10-4-85.

TABLE 10
INITIAL PROVISIONAL CERTIFICATE ENDORSEMENTS
IN SPECIAL EDUCATION
1979-1985

Certificate Endorsements Areas/Codes	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85
Mentally Impaired (110-130/SA-ST)	503	430	451	348	287	210
Emotionally Impaired (140/SE)	290	240	304	323	275	187
Learning Disabled (150/SM)	136	118	111	136	103	87
Hearing Impaired (160/SL)	61	57	58	56	44	31
Visually Impaired (170/SK)	48	42	33	46	50	27
Phys. & Other H.I. (180/SC)	120	90	89	97	62	41
Speech/Lang. Imp. (290/SB)	170	111	106	73	78	58
Homebound/Hospitalized (280/SH)	120	88	88	93	62	37
TOTALS	1448	1176	1240	1172	961	678

Interpretation: There were 283 or 29.4% less recommendations in 1984-85 then there in 1983-84. Of the total number of recommendations for 1984-85, the recommended endorsements for teachers of the mentally impaired (110-130/SA-ST) decreased from 287 in 1983-84 to 210 or 26.8% less in 1984-85.

TABLE 10-a
SPECIAL EDUCATION CERTIFICATE ENDORSEMENTS
RECOMMENDED BY EDUCATIONAL INSTITUTIONS
1984-85*

Educational Institutions	SCHOOL YEAR 110-103 SA	140 SE	150 SM	160 SL	170 SK	180 SC	290 SB	280 SH	TOTALS
Central MI Univ.	59	46	3	0	0	0	10	0	118
Eastern MI Univ.	37	60	6	17	15	10	11	10	167
Gr. Valley St. Col.	16	16	20	0	0	3	0	0	57
Hope College	0	5	19	0	0	0	0	0	24
Madonna College	0	3	3	0	0	0	0	0	6
Marygrove College	2	5	0	0	0	0	0	0	7
Michigan St. Univ.	21	8	1	12	2	0	22	0	67
Nazareth College	0	0	1	0	0	0	0	0	1
Northern MI Univ.	0	0	0	0	0	0	0	0	0
Oakland University	0	3	11	0	0	0	0	0	14
Saginaw Valley Col.	1	0	0	0	0	0	0	0	1
Univ. of Detroit	0	6	11	0	0	0	0	0	17
Univ. of Michigan	8	8	2	0	1	0	3	0	22
Wayne State Univ.	17	0	4	0	2	17	1	17	58
Western MI Univ.	33	27	2	0	7	10	11	9	99
Others (Michigan)	16	0	4	0	0	1	0	1	22
TOTALS	210	187	87	31	27	41	58	37	678
Other States	60	10	27	8	3	5	23	5	141
GRAND TOTALS	270	197	114	39	30	46	81	42	819

Interpretation: Recommendations from Michigan institutions for initial certificate endorsements in 1984-85 total 678. Recommendations from out-of-state teacher training institutions total 141; of the grand total number, 270 or 33% were for certificate endorsements for teachers of the mentally impaired (SA).

*Information available as of 10-4-85.

Section IV: Instructional Personnel Approvals: 1979 through 1985

Recommendations for teacher approvals received and approved by Special Education Services from 1979 through 1985 and the number that were granted temporary, continuing, or emergency approvals.

Table 11 presents aggregate numbers of classroom teacher approvals granted by Special Education Services over the six years covered by the study. Tables 11-a through 11-f reflect in more detail teacher approvals granted by Special Education Services from 1979 through 1985.

Tables 12 and 12-a likewise present aggregated numbers of teacher consultant approvals by category and by year.

TABLE 11
TEACHER APPROVALS
1979-85

Year	Temporary Approvals	Emergency Temporary Approvals	Continuing Temporary Approvals	Totals By Year
1979-80	441 94%	27 6%	0*	468 100%
1980-81	537 93%	38 7%	0*	575 100%
1981-82	143 34%	27 6%	252 60%	422 100%
1982-83	109 31%	9 3%	236 67%	354 100%
1983-84	122 51%	2 .9%	115 48.1%	239 100%
1984-85	84 46.2%	8 4.4%	90 49.5%	182 100%
Totals	1,436	111	693	2,240

*Continuing temporary approvals for school years 1979-80 and 1980-81 were combined with temporary approvals.

TABLE 11-a
Teacher Approvals, 1979-80

CODES	TEMPORARY APPROVALS								EMERGENCY TEMPORARY APPROVALS							COLLEGE
COLLEGES	110	120	130	140	150	160	180	TOTALS	110	120	130	140	150	180	TOTALS	TOTALS
Andrews Univer.					3			3					1		1	4
Calvin College								0								0
Central Michigan	5	1		15	88			109	1	1		7	3		12	121
Eastern Michigan	3		2	14	89			108					1		1	109
Grand Valley	3			8	29	8		48							0	48
Hope College					5			5				1			1	6
Madonna College				1	5			6							0	6
Marygrove College	1			1	2			4							0	4
Michigan State				1	21			22	1			1	1		3	25
Nazareth College								0							0	0
Northern Michigan					11			11	1						1	12
Oakland Univer.				2	44			46							0	46
Univer. of Detroit								0								0
Univer. of Michigan		1		1	1			3					1		0	4
Wayne State		1		5	20		1	27		1		1	2		4	31
Western Michigan		1		2	46			49		1		2	1		4	53
TOTALS	12	4	2	50	364	8	1	441	3	3	0	12	9	0	27	468

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TABLE 11-b
Teacher Approvals, 1980-81

CODES	TEMPORARY APPROVALS								EMERGENCY TEMPORARY APPROVALS							COLLEGE
COLLEGES	110	120	130	140	150	160	180	TOTALS	110	120	130	140	150	180	TOTALS	TOTALS
Andrews Univer.					7			7							0	7
Calvin College								0								0
Central Michigan	6	3		39	123			171	4	1		4	5		14	185
Eastern Michigan	2		2	15	111		1	131					3		3	134
Grand Valley	2			3	17			22					1		1	23
Hope College					1			1							0	1
Madonna College				1	5			6							0	6
Marygrove College					5			5							0	5
Michigan State	1			4	36			41	2			2	2		6	47
Nazareth College								0							0	0
Northern Michigan					16			16					4		4	20
Oakland Univer.				6	37			43				1	3		4	47
Univer. of Detroit								0								0
Univer. of Michigan				1	2			3					1		1	4
Wayne State	1	1		4	19		1	26					1		1	27
Western Michigan	1			3	61			65				4			4	69
TOTALS	13	4	2	76	440	0	2	537	6	1	0	11	20	0	38	575

TABLE 11-c
Teacher Approvals, 1981-82

CODES	TEMPORARY APPROVALS							EMERGENCY TEMPORARY APPROVALS							CONTINUING TEMPORARY APPROVALS							COLLEGE
COLLEGES	110	120	130	140	150	180	TOTALS	110	120	130	140	150	180	TOTALS	110	120	130	140	150	180	TOTALS	TOTALS
Andrews Univer.					3		3							0							0	3
Calvin College							0							0							0	0
Central Michigan	1			10	23		34	2	1		1	4		8	3	1		15	86		105	147
Eastern Michigan				4	22		26		3	1				4			0	1	58		59	89
Grand Valley				3	7		10				2	1		3	1			1	3		5	18
Hope College					1		1				1			1				1			1	3
Madonna College					3		3							0					1		1	4
Marygrove College				1			1							0							0	1
Michigan State			1	1	15		17		1			1		2	1				20		21	40
Nazareth College					1		1							0					1		1	2
Northern Michigan					2		2					1		1					10		10	13 (3%)
Oakland Univer.				2	11		13				1			1					14		14	28
Univer. of Detroit							0							0							0	0
Univer. of Michigan					1		1							0				3	1		4	5
Wayne State	2			2	9	1	14				1	2		3	3	2			6		11	28
Western Michigan				2	15		17	1			3			4				1	19		20	41
TOTALS	3	0	1	25	113	1	143	3	5	1	9	9	0	27	8	3	0	22	219	0	252	422

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TABLE 11-d
Teacher Approvals, 1982-83

CODES	TEMPORARY APPROVALS							EMERGENCY TEMPORARY APPROVALS							CONTINUING TEMPORARY APPROVALS							COLLEGE
COLLEGES	110	120	130	140	150	180	TOTALS	110	120	130	140	150	180	TOTALS	110	120	130	140	150	180	TOTALS	TOTALS
Andrews Univer.							0							0							0	0
Calvin College							0							0							0	0
Central Michigan	4			4	18		26					4		4	4			21	67		92	122
Eastern Michigan	1			2	28		31				1			1	1			4	56		61	93
Grand Valley	4				13		17					1		1				2	9		11	29
Hope College							0							0				2			2	2
Madonna College							0							0					1		1	1
Marygrove College				1	2		3							0							0	3
Michigan State				1	8		9	1						1				1	17		18	28
Nazareth College							0							0							0	0
Northern Michigan					2		2							0					6		6	8
Oakland Univer.				5	2		7					1		1					11		11	19
Univer. of Detroit							0							0							0	0
Univer. of Michigan					1		1							0							0	1
Wayne State	1			1	1		3							0	2			4	10		16	19
Western Michigan	1			1	8		10				1			0					18		18	29
TOTALS	11	0	0	15	83	0	109	1	0	1	1	6	0	9	7	0	0	34	195	0	236	354

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TABLE II-e
Teacher Approvals, 1983-84

CODES	TEMPORARY APPROVALS							EMERGENCY TEMPORARY APPROVALS							CONTINUING TEMPORARY APPROVALS							COLLEGE
COLLEGES	110	120	130	140	150	180	TOTALS	110	120	130	140	150	180	TOTALS	110	120	130	140	150	180	TOTALS	TOTALS
Andrews Univer.							0							0					1		1	1
Calvin College							0							0							0	0
Central Michigan	6			5	24		35							0	2			6	52		60	95
Eastern Michigan				5	28		33					1		1	2			1	23		26	60
Grand Valley	2			1	17		20							0	1				4		4	25
Hope College							0							0				2	1		1	3
Madonna College							0							0								0
Marygrove College					2		2							0								2
Michigan State					2		2							0					4		4	6
Nazareth College							0							0								0
Northern Michigan					2		2							0					1		1	3
Oakland Univer.				1	8		9					1		1					3		3	13
Univer. of Detroit							0							0								0
Univer. of Michigan							0							0								0
Wayne State				3	1		4							0					3		3	7
Western Michigan	2			3	10		15							0					9		9	24
TOTALS	10	0	0	18	94	0	122	0	0	0	0	2	0	2	5	0	0	9	101		115	239

TABLE 11-E
Teacher Approvals, 1984-85

CODES	TEMPORARY APPROVALS							EMERGENCY TEMPORARY APPROVALS							CONTINUING TEMPORARY APPROVALS							COLLEGE
COLLEGES	110	120	130	140	150	180	TOTALS	110	120	130	140	150	180	TOTALS	110	120	130	140	150	180	TOTALS	TOTALS
Andrews Univer.							0							0							1	1
Calvin College							0							0							0	0
Central Michigan	4			2	13		19							0	2			2	39		43	62
Eastern Michigan				2	9	2	13					1		1					28		28	42
Grand Valley	1			1	18		20					1		1				1	3		4	25
Hope College							0							0							0	0
Madonna College							0							0							0	0
Marygrove College							0							0							0	0
Michigan State				1	1		2							0					1		1	3
Nazareth College							0							0					3		3	3
Northern Michigan					5		5					3		3							0	8
Oakland Univer.					3		3							0				2	4		6	9
Univer. of Detroit							0				2	1		3							0	3
Univer. of Michigan							0							0							0	0
Wayne State					1		1							0							0	1
Western Michigan				3	18		21							0					4		4	25
TOTALS	5	0	0	9	68	2	84	0	0	0	2	6	0	8	0	0	0	5	83	0	90	182

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TABLE 12
TEACHER CONSULTANT APPROVALS
1979-1985

APPROVAL CATEGORY	SCHOOL YEAR						
	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85	Totals
Mentally Impaired (210)	283	259	194	216	147	149	1248
Emotionally Impaired (220)	216	203	183	165	159	137	1063
Learning Disabled (230)	304	269	248	262	183	190	1456
Hearing Impaired (240)	31	45	35	23	25	14	173
Visually Impaired (250)	21	18	18	8	10	2	77
P.O.H.I. (260)	61	57	37	35	28	29	247
Totals	916	851	715	709	552	521	4264
Decreases:		-65 (-7%)	-136 (-16%)	-6 (-1%)	-157 (-22.1%)	-21 (-3.8%)	

Interpretation: The above table indicates that the greatest number of teacher consultant approvals are for teachers of the learning disabled and the least for teachers of the visually impaired. Approvals have decreased over the six-year period.

TABLE 12-a
TEACHER CONSULTANT EMERGENCY APPROVALS
1979-1985

APPROVAL CATEGORY	SCHOOL YEAR						
	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85	Totals
Mentally Impaired (210)	6	8	1	3	0	3	21
Emotionally Impaired (220)	8	15	6	3	2	5	39
Learning Disabled (230)	32	14	11	4	2	5	68
Hearing Impaired (240)	0	2	3	0	0	3	8
Visually Impaired (250)	5	4	2	2	2	2	17
P.O.H.I. (260)	3	3	3	2	4	1	16
Totals	54	46	26	14	10	19	169
Decreases:		-8 (-15%)	-20 (-43%)	-12 (-12%)	-4 (-29%)	+9 (+90%)	

Interpretation: The above table indicates that the greatest number of emergency teacher consultant approvals was in the area of learning disabled. With the exception of 1984-85, emergency approvals have decreased every year.

Section V: Administrators-Supervisors and Student Counts

Administrators and supervisors employed in special education in school year 1984-85 and the number of those employed in school years 1977-78 through 1983-84 still in special education administration/supervisory assignments in 1984-85.

Table 13 shows actual counts of special education administrators (Directors --AR, Supervisors --AY) for school year 1984-85. The 437 total reflects an increase of 1 or 0.2% over the previous year's total of 436. The number of female administrators (156 or 35.7% of total for year) represents an increase over last year's 151 or 35%. Four hundred twenty-eight of the administrators or 97.9% had Master's degrees or higher.

Table 14 combines the administrator and supervisor counts. It presents administrator counts by year, compares each year totals with previous years, and delineates numbers of those who remained in or left special education administrative assignments. Line A shows 14 or 3.1% less administrators in school year 1983-84 than there were in 1982-83. Line B reflects the degree of administrator turnover: of the 436 employed in 1983-84, 391 or 89.7% were still in special education administrative assignments in 1984-85. Line C depicts a decreasing attrition rate from 33.3% in 1977-78 to 10.3% in 1983-84.

Comparison of administrative staff with student counts and number of recommendations for administrator approvals received by Special Education Services from 1979 through 1985.

Chart 2 shows a comparison of student and administrator counts over a number of years, using school year 1977-78 as the baseline year with a student count of 155,270 and administrator count of 318. Percentages of increase in administrator counts do not seem to closely correlate with increases in student counts.

Tables 15 and 15-a show numbers of administrators (Directors -AR -330 and Supervisors -AY -340) recommended for full and temporary approvals over a six-year period: 1979-80 through 1984-85. Wayne State University has recommended the most number for administrator approvals: 236 (temporary) and 92 (full).

TABLE 13
SPECIAL EDUCATION ADMINISTRATIVE
PERSONNEL, 1984-85

VARIABLES	PERSONNEL CATEGORIES DIRECTORS AR*	SUPERVISORS AY*	TOTAL
I. SEX			
(a) Female	59	97	156
(b) Male	144	137	281
Totals	203	234	437
II. AGE GROUPS			
(a) 20-30	0	0	0
(b) 31-40	41	76	117
(c) 41-50	81	88	169
(d) 51+	81	70	151
Totals	203	234	437
Mean Age	48	46	
III. DEGREES COMPLETED			
(a) Bachelor's	3	6	9
(b) Master's	150	194	344
(c) Specialist/ Doctorate	50	34	84
Totals	203	234	437
IV. ASSIGNMENT LEVELS			
(a) All Grades	84	129	213
(b) Pre K-K	1	2	3
(c) Grades 1-8	16	17	33
(d) Grades 9-12	5	16	21
(e) Central Adm.	97	70	167
Totals	203	234	437

*Codes: Teacher Preparation and Certification Services

Interpretation: There were 437 administrators in school year 1984-85: 203 Directors (AR) and 234 Supervisory (AY).

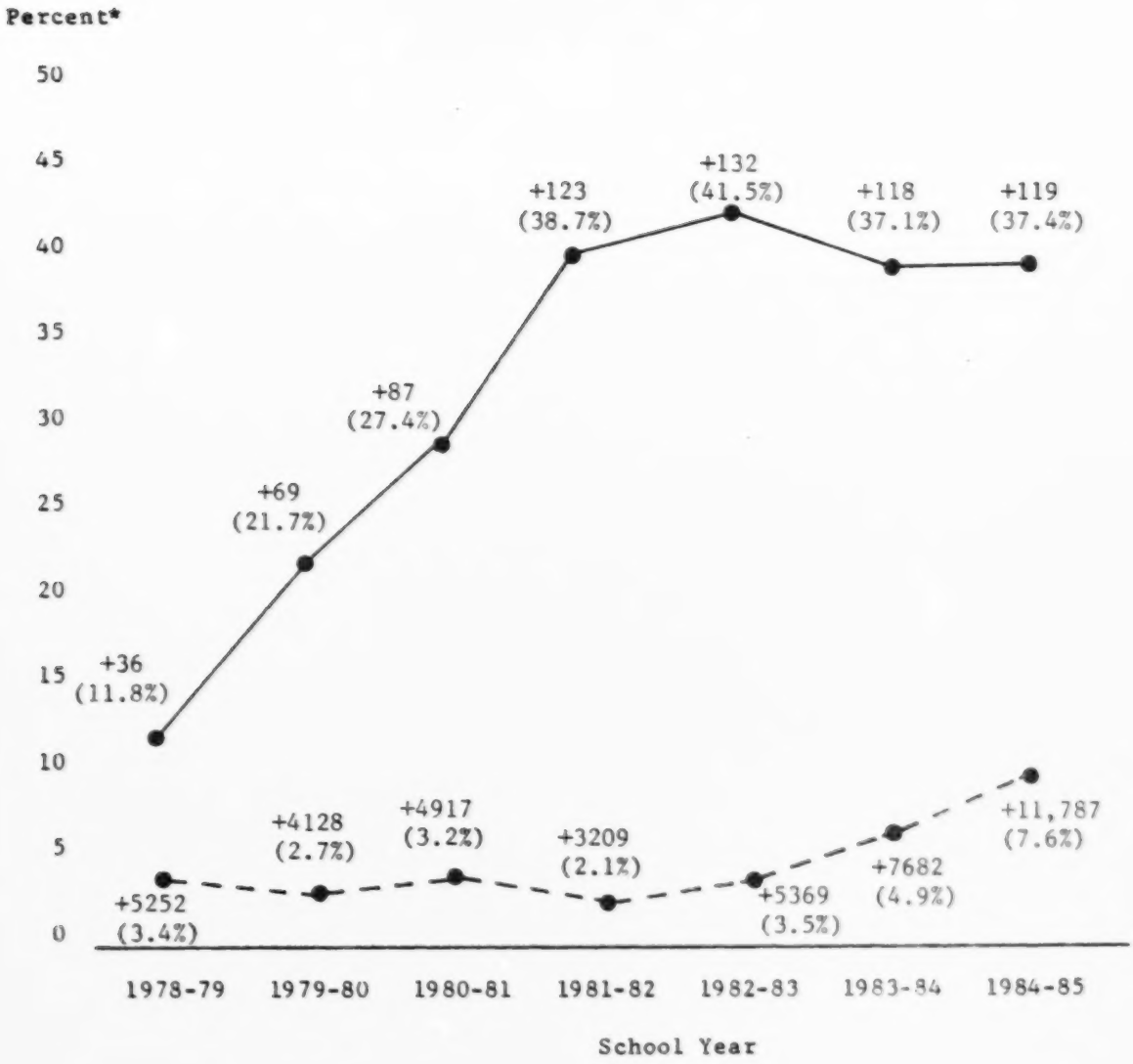
TABLE 14
RETENTION AND ATTRITION OF
SPECIAL EDUCATION ADMINISTRATORS
1977-85

	SCHOOL YEAR						
	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84
A. Administrator Totals by Year	318	354	387	405	441	450	436
B. Administrators Still Employed, 1984-85	212	250	290	327	352	372	391
% Annual Retention	66.7%	70.6%	74.9%	80.7%	79.8%	82.7%	89.7%
C. Administrators No Longer Employed, 1984-85	106	104	97	78	89	78	45
% Annual Attrition	33.3%	29.4%	25.1%	19.3%	25.2%	17.3%	10.3%

Interpretation: The number of administrators had increased every year until 1983-84 when it decreased from the previous year by 14 or 3.1%.

CHART 2

INCREASES IN STUDENT AND ADMINISTRATOR
COUNTS BASED ON 1977-78 LEVELS



Legend: ——— Administrators
-------- Special Education Student Headcount

*Percent of increases from school year 1977-78 totals:
Student Count = 155,270 Administrator Count = 318

Interpretation: Compared with 1977-78 totals, there were 118 or 37.1% more administrators and 11,787 or 7.6% more students in school year 1984-85.

TABLE 15

ADMINISTRATOR APPROVALS - FULL
1979 - 1985

CODES / COLLEGES	1979-80 *330	340**	1980-81 330	340	1981-82 330	340	1982-83 330	340	1983-84 330	340	1984-85 330	340
Central MI University	2	0	0	2	0	5	0	4	***		-	-
Eastern MI University	5	3	6	5	3	3	4	7	2	8	1	2
Grand Valley State College	0	1	0	0	2	1	0	0	0	4	4	5
Michigan State University	5	16	2	11	3	7	0	4	2	7	1	5
University of Michigan	2	3	2	3	0	1	0	1	***		-	-
Northern MI University	0	0	0	0	0	0	0	1	0	0	1	1
University of Detroit	-	-	-	-	-	-	-	-	****		0	0
Wayne State University	14	26	4	19	3	10	0	4	0	7	2	3
Western MI University	1	8	1	3	2	1	0	1	1	3	4	4
Out-of-State Colleges	0	1	1	0	3	2	0	0	0	1	0	1
Grandperson	1	0	5	8	4	15	5	8	0	0	0	0
TOTALS	30	58	21	51	20	45	9	30	5	30	13	21
	88		72		65		65		39		35	

* Directors
** Supervisors
*** Discontinued Administrator Training Program in fall of 1983.
**** Initiated Administrator Training Program in fall of 1983

TABLE 15-a

ADMINISTRATOR APPROVALS - TEMPORARY
1979 - 1985

CODES / COLLEGES	1979-80		1980-81		1981-82		1982-83		1983-84		1984-85	
	*330	340**	330	340	330	340	330	340	330	340	330	340
Central MI University	1	7	0	10	0	3	2	2	***		-	-
Eastern MI University	9	7	2	9	5	9	8	14	3	11	2	12
Grand Valley State College	1	1	1	1	0	4	0	3	31	17	7	10
Michigan State University	2	26	4	12	2	8	1	9	1	11	3	3
University of Michigan	0	0	0	0	0	0	0	1	***		-	-
Northern MI University	0	0	3	1	1	3	1	2	0	0	0	0
University of Detroit	-	-	-	-	-	-	-	-	****		0	0
Wayne State University	11	32	7	13	13	17	8	18	14	43	24	36
Western MI University	1	7	2	3	1	5	2	7	1	6	4	8
Out-of-State Colleges	0	0	2	0	0	0	0	0	1	0	0	0
Grandperson	0	0	0	0	0	0	0	0	0	0	0	0
TOTALS	25	80	21	49	22	49	22	56	51	88	40	69
	105		70		71		78		139		109	

* Directors
** Supervisors
*** Discontinued Administrator Training Program in fall of 1983.
**** Initiated Administrator Training Program in fall of 1983

SUMMARY

It is obvious that personnel supply and demand depend upon more factors than were presented in this report. Certain limits on time and other resources have precluded the conduct of a more thorough data collection and analysis.

Since the primary purpose of this report was to present a compilation of relevant data regarding special education personnel employed in Michigan Public Schools, no recommendations have been formulated. It is anticipated that users of the information hereon presented can better determine their use for these data to meet their specific contingencies.

This document has been compiled by Joseph R. Gomez, Jr., Special Education Consultant, Special Education Services. Questions regarding the contents of this study should be directed to Dr. Gomez at (517) 373-8215.

ATTACHMENTS

DEFINITION OF TERMS

For the purposes of this report, the following terms were reconciled to assure consistency of meanings across a number of data collection forms. These items, as used in both Special Education Services and Teacher Preparation & Certification Services, are delineated to facilitate data manipulation and analysis. Special Education terms and corresponding coding are used as the primary categories; Teacher Certification terms are combined with the primary categories to which each corresponds.

	SPECIAL EDUCATION TERMS USED IN REPORT		CORRESPONDING TEACHER CERTIFICATION TERMS	
1.	Mentally Impaired		1. Mentally Handicapped	(SA)
	Educable Mentally	(110)	including Trainable	(ST)
	Trainable Mentally	(120)		
	Severely Mentally	(130)		
2.	Emotionally Impaired	(140)	2. Emotionally Disturbed	(SE)
3.	Learning Disabled	(150)	3. Learning Disabilities	(SM)
4.	Hearing Impaired	(160)	4. Education of the Deaf	(SL)
5.	Visually Impaired	(170)	5. Education of the Blind	(SK)
6.	Physically & Otherwise Health Impaired	(180)	6. Orthopedically Handicapped	(SC)
7.	Severely Multiply Imp.	(190)	7. ---	
8.	Severely Lang. Imp.	(192)	8. Speech Correction	(SB)
9.	TC Mentally Impaired	(210)	9. Consultant for Mentally Imp.	(SU)
10.	Homebound/Hospitalized	(280)	10. Teacher of Homebound	(SH)
11.	TC Phys. & Other. H.I.	(260)	11. TC for Physically Impaired	(SI)
12.	School Psychologist		12. Diagnostician	(SF)
13.	Social Worker		13. School Social Worker	(SD)
14.	Director of Spec. Ed.		14. Special Education Director	(AR)
15.	Supervisor of Spec. Ed.		15. Supervisor, Special Education	(AY)
16.	Occ./Phys. Therapist		16. Occ./Phys. Therapist	(NU)

NOTE: In determining personnel configurations, teacher consultants, not specifically indicated were included with relating certification areas, i.e., teacher consultants for learning disabled are counted with teachers for the learning disabled (150/SM).

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TEACHER PREPARATION & CERTIFICATION SERVICES ALPHA CODES

Administration

AA--Superintendent, General
AB--Assistant Superintendent, General
AC--Admin. of Finance or Business
AD--Admin. of Instruction
AE--Admin. of Plan & Facilities
AF--Admin. of Employed Personnel
AG--Admin. of Research
AH--Principal, Secondary
AI--Principal, Elementary
AJ--Asst. Principal, Secondary
AK--Asst. Principal, Elementary
AL--Consult., Subject Area
AM--Consult., Elementary
AN--Consult., Secondary
AO--Coordinator, Subject Area
AP--Supervisor, Secondary
AQ--Supervisor, Secondary
AR--Special Education Director
AS--Consultant, State and Federal Programs
AT--Community School Director
AU--Director, Vocational Education
AV--Director, Data Processing
AW--Director, Transportation
AX--Director, Continuing or Audit Education
AY--Supervisor, Special Education

Miscellaneous

NC--Driver and Safety Education
ND--Library Science
NE--Elementary Grades
NJ--Environmental Studies
NM--Junior High Grades
NT--Counselor
NU--Occupational/Physical Ther.
NV--Media Specialist
NX--Other
NY--School Nurse
NZ--Sex Education

Special Education

SA--Mentally Handicapped
SB--Speech Correction
SC--Orthopedically Handicapped
SD--School Social Worker
SE--Emotionally Disturbed
SF--Diagnostician
SG--Psychologist
SH--Teacher of Homebound
SI--Teacher Consultant for Physically Impaired
SK--Education of the Blind
SL--Education of the Deaf
ST--Teacher of Trainable
SU--Consultant for Mentally Handicapped
SM--Learning Disabilities

SPECIAL EDUCATION SERVICES

*Also serves as primary liaison with:
State Departments of Corrections
Mental Health
Public Health
Social Services

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MICHIGAN STATE BOARD OF EDUCATION
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